

CHAPTER I

INTRODUCTION

This chapter discusses on the background of the research, scope of the research, statements of the problem, objective of the research and significance of the research.

A. Background of the Study

There are many kinds of language that are used to communicate. One of them is English. English as International Language has to be learned by people in the world. Adopted from Mappiasse and Ahmad, (2014:1). English has become the most spoken languages in the world of today. Thus, the ability in using English is very important for everyone. As stated by (Lauder 2008:3), English is being used for following technological and scientific improvements and also for better job opportunities. That shows that English plays an important role in many aspects in our life, such as in education, business, politic, ect. Therefore, both developed and developing country should realize that English is a language that is important to be learnt and mastered.

Teaching English has been an important issue in countries where English is not their first language, so learning second language is difficult for L2 learners because they cannot speak English in real life situations, because they should learn sentence in textbooks not in a real environment. Therefore, teachers should always look for useful strategies to reduce the difficulties of teaching English language (Long, 1969; Chen, 2007; Nunn, 2011), and they have to deal with many challenges and often have question about the best ways to teach.

English as a foreign language is nowadays more a commodity than an advantage. As a global language it develops very fast and it is both studied and used everywhere in the world as an official language, a second or a foreign language. What people or children study in the classroom or at home can hardly be qualified as the language spoken by natives. It is our aim to hereby demonstrate that classroom English fails to provide learners with every day, informal speech practice and to suggest ways of combating this phenomenon.

Teaching English plays an important role in position and success as foreign language. Students generally find only a small amount of English inside and outside the classroom because English is not used for teaching the language in the classroom, or as a communication tool during social interaction. This absence places great responsibility on English teachers to ensure students learn English in a supportive environment, and bring successful language learning into the classroom. Thus, the language knowledge of teachers and teaching skills, along with a host of other complex skills, is important in teaching English as foreign language (Burn and Richard, 1990).

Based on previous experience by (Linnan, 2014) in his article, he stated that teaching and learning English in Indonesia, need the ability especially in English language, so that they can become part of the global economy and help their country to move economically in turn. He also argues that the difficulties include how teachers are sorted into various classes, the reduction of English language instruction time in the 2013 Curriculum, the use of poorly-written

textbooks, and the less than optimum amount of English being spoken in the classroom.

Based on survey at SMA Negeri 6 Kota Ternate, the teachers faced the challenges in teaching English as a foreign language, they considered that teaching listening was the one of the challenges, because the students difficult in comprehending, and also the lack of audio listening, tools affected the process of teaching listening, lack on vocabulary, grammar and teachers' teaching techniques unvarriety, because the school facilitation was not complete.

From explanation above, it make curious for the researcher to conduct the study entitles *“Teachers’ Challenges in Teaching English as a Foreign Language at SMA Negeri 6 Kota Ternate”*.

B. Scope of the Research

This research focuses on investigating the teachers' challenges in teaching English as a foreign language. It focuses on the teachers of middle school and will be conducted at SMA Negeri 6 Kota Ternate. In this research, the researcher will know the problems that be challenges in teaching English

C. Statement of the Research

Based on the background above, the researcher formulates the problem statement of the research as follow as :

What are teachers' challenges in teaching English as a foreign language at SMA Negeri 6 Kota Ternate?

D. Objective of the Research

Based on the problem statement above, the researcher intend to find out the teachers' challenges in teaching English as a foreign language at SMA Negeri 6 Kota Ternate.

E. Significance of the Research

This chapter discussed two main ideas regarding theoretical significance and practical significance.

1. Theoretical significance

The result of the research is expected to be able to widen the teachers' understanding in teaching English to foreign language and contribute the body of knowledge concerning theories of teacher's challenges and teaching English process.

2. Practical significance

By doing this research, it is expected to be helpful, meaningful, and useful for English teacher, students, and prospective researcher.

- a. English Teachers; can be a consideration and input in overcoming the difficulties that have been a problem in teaching the English language.
- b. Students; are expected to receive lessons from the teacher without any difficulties, so that the lesson can be easy to understand.

- c. Prospective Researchers; to increase knowledge and with this research, later on researchers are already to become professional and innovative teacher in teaching English.